

A Study of Job Satisfaction among Madrasa Teachers of District Shopian

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ABSTRACT

The present Study was designed to study job satisfaction of madrasa teachers of district Shopian. The sample for the present study consisted of 90 Madrasa teachers (60 Male and 30 Female) who were selected from different Madrasas of District Shopian. The investigator employed Job Satisfaction Scale developed by Meera Dixit for data collection purpose. Percentage statistics and t- test were employed for the analysis of data using IBM SPSS (V.22). The findings revealed that majority of madrasa teachers were enjoying higher levels of job satisfaction. None of the madrasa teacher, neither male nor female, was found in the below average level of job satisfaction. The male and female madrasa teachers didn't differ significantly on job satisfaction.

1. Introduction

Job satisfaction as the term itself implies means the satisfaction of a person with his job. Job satisfaction is a set of favorable and unfavorable feelings and emotions with which employees view their works. It may be defined as overall attitude towards the profession which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job. The term 'job satisfaction' refers to perceived feelings of an employee towards his or her job. Job satisfaction being a global aspect is affected by a large number of variables such as salary, congenial working conditions, experience, opportunities for advancement, promotion, age, competent and fair supervision, primary and secondary needs and perception of the employees. The term job satisfaction has been defined variously since it was popularized by Hoppock (1935) in which he held that 'Job Satisfaction' is a combination of psychological, physiological and environmental circumstances that cause a person to say, "I am satisfied with my job". Job satisfaction is the result of the individual perception of what is expected and what is received from different phases of the work situation. It refers to a person's feelings towards specific dimensions of the work environment. Job satisfaction depicts the amount of agreement between the employee's expectations from the job and the reward that job provides.

In the field of education, job satisfaction is a sine qua non in developing the quality of instruction, educational and research output and teacher-student relationship. The madrasas are regarded as social system and madrasa teachers are important actors in that, competence of teachers determines the quality of education. A professionally satisfied teacher has a cordial attitude, elevated eagerness and passion towards duties and a better value pattern. They provide a lot for the student's educational advancements. Hence teacher's satisfaction with his/her job influences the quality of instruction given to the students.

Madrasa

Madrasa is a place or Islamic seminary where education is imparted. The word '*Madrasa*' is derived from Arabic language,

meaning a building where Islamic teaching learning takes place (American Heritage Dictionary of English language). In the Arabic language the word *madrasah* is used in the same manner as 'School' is used in the English language. Madrasa is the Islamic learning institution providing free education and boarding to its students. Madrasas receive donations from well-wishers, philanthropists and NGO's of muslim community to manage their affairs.

2. Significance of the study

Currently *Madrasas* are identified as the centers of Islamic learning. They have their own curriculum. The Madrasas of Sub-Continent generally follow a curriculum known as Dars-i-Nizami, which was first of all incorporated in 1747 by Mullah Nizamuddin Siharvi, a renowned scholar of Islamic Philosophy in Lucknow. The subject areas mainly cover the Holy Quran, The Hadith (traditions of Prophet ^(S.A.W)), Islamic law, grammar, Arabic literature, logic, philosophy, life of Prophet ^(S.A.W), tafseer, medicine, mathematics, astronomy etc. Out of twenty subjects only eight are related to religion and rest are secular subjects. The purpose of the study was to study job satisfaction among madrasa teachers of district Shopian. It is increasingly realized by all those concerned with madrasa education that standard of education in madrasas can't be improved unless the madrasa teachers, who have the key role to play, are competent and involved in their work. Hence it was decided to study job satisfaction of madrasa teachers of district Shopian.

3. Statement of the problem

A Study of Job Satisfaction Among Madrasa Teachers of District Shopian.

4. Operational definitions of the key terms used

Job Satisfaction

Job satisfaction is the result of various attitudes of an employee towards his job. These attitudes are related with specific factors such as salary, service conditions, advancement opportunities and other benefits. In case of job satisfaction of teachers, there are certain other factors also, which are important such as intrinsic aspect and rapport with students etc.

Madrasa Teachers

The teachers who teach in the Madrasas of District Shopian.

Shopian

Shopian is one of the districts of Jammu and Kashmir. The district Shopian is located in the south and south-west extremity of Kashmir valley, lying in the close proximity of PirPanjal mountain range. The district Shopian is located between 33.43° N to 74.49° East of latitude and longitude respectively.

5. Objectives of the study

The objectives of the study were framed as:

1. To study the level of Job Satisfaction of madrasa teachers.
2. To find out the significance of difference between male and female madrasa teachers on Job Satisfaction (Composite Score).
3. To find out the significance of difference between male and female madrasa teachers on Job Satisfaction (Dimensional Score).

6. Research Method

Considering the nature of the research problem, descriptive method of research was employed.

7. Population

The population for the present study comprised of all the teachers teaching in madrasas of District Shopian.

8. Sample

The sample for the present study consisted of 90 Madrasa teachers (60 Male and 30 Female) who were selected from different Madrasas of District Shopian. As the number of female teachers was less than the number of male teachers, so only 30 female teachers were accordingly selected.

9. Research Tool Used

The following tool was employed by the investigator for data collection for the present study:

- Job Satisfaction Scale (JSS) by Meera Dixit.

10. Statistical Analysis

The statistical analysis of the data of this Study has been given under following headings:

11. Descriptive Analysis

Table showing the overall levels of Job Satisfaction among Madrasa teachers.

Levels of Job Satisfaction	N	%age
Extremely High Satisfaction	14	15.6
High Satisfaction	45	50.0
Above Average Satisfaction	21	23.3
Average/Moderate Satisfaction	10	11.1
Below Average Satisfaction	0	0.0
Dissatisfaction	0	0.0
Extremely Dissatisfaction	0	0.0
Total	90	100.0

A perusal of the above table shows the levels of job satisfaction of madrasa teachers of district Shopian. The data reveals that 15.60% madrasa teachers of district Shopian fall in the Extremely High level of job satisfaction, 50% madrasa teachers fall in the High Satisfaction level of job satisfaction. The data further reveals that 23.30% madrasa teachers fall in the Above Average Satisfaction level and 11.10% fall in the Average/Moderate Satisfaction level of job satisfaction. The data also depicts that no madrasa teacher fall in the Below Average Satisfaction, Dissatisfaction and Extremely Dissatisfaction levels of job satisfaction.

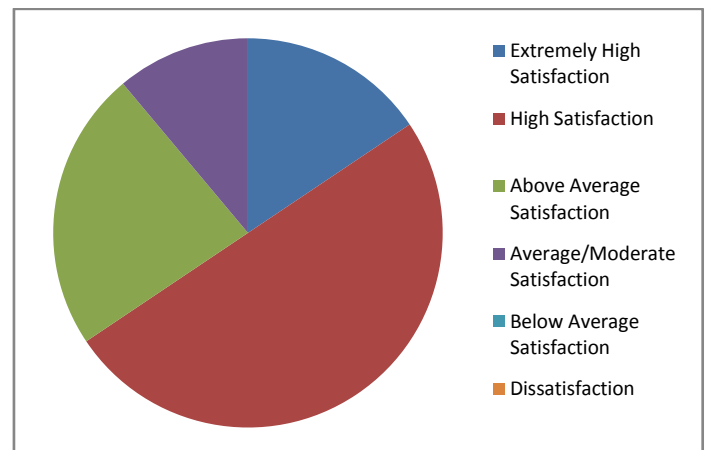


Fig. showing the overall levels of Job Satisfaction among Madrasa teachers.

Table showing the levels of Job Satisfaction among male and female Madrasa teachers

Levels of Job Satisfaction	Male Teachers		Female Teachers	
	N	%age	N	%age
Extremely High Satisfaction	12	20.0	2	6.7
High Satisfaction	27	45.0	18	60.0
Above Average Satisfaction	15	25.0	6	20.0
Average/Moderate Satisfaction	6	10.0	4	13.3
Below Average Satisfaction	0	0.0	0	0.0
Dissatisfaction	0	0.0	0	0.0
Extremely Dissatisfaction	0	0.0	0	0.0
Total	60	100.0	30	100.0

The above mentioned table shows that 20% male madrasa teachers and 6.70% female madrasa teachers fall in the Extremely High Satisfaction level of job satisfaction. The table further shows that 45% male and 60% female, 25% male and 20% female and 10% male and 13.30% female madrasa teachers fall in the High Satisfaction, Above Average

Satisfaction and Average / Moderate Satisfaction levels of job satisfaction respectively. However, none of the madrasa teachers, neither male nor female, fall in the Below Average Satisfaction, Dissatisfaction and Extremely Dissatisfaction levels of job satisfaction.

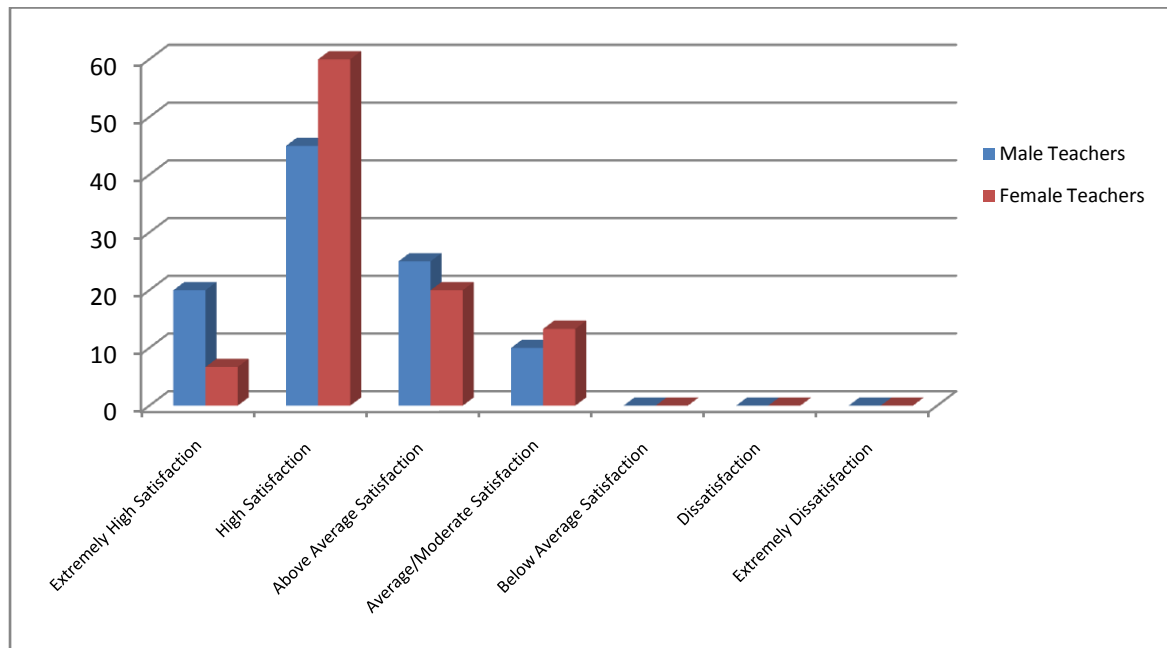


Fig. showing the levels of Job Satisfaction among male and female Madrasa teachers.

12. Comparative Analysis

Table showing the mean comparison between male and female madrasa teachers on composite score of Job Satisfaction Scale.

	Gender	N	Mean	Std. Deviation	t-value	Level of significance
Job Satisfaction (overall)	Male Teachers	60	200.62	6.444	0.852	Insignificant
	Female Teachers	30	199.40	6.360		

The perusal of the above mentioned table depicts that male and female madrasa do not differ significantly on 'Overall' dimensions of Job Satisfaction Scale. The obtained t-value is (0.852) which is not statistically significant. So, it can be

inferred that there is no significant difference between male and female madrasa teachers on Job Satisfaction. Both male and female madrasa teachers have similar satisfaction of Job.

Table showing the mean comparison between male and female madrasa teachers on 'Intrinsic Aspect of the Job (A) dimension of Job Satisfaction Scale.

	Gender	N	Mean	Std. Deviation	t-value	Level of significance
A	Male Teachers	60	28.17	1.542	2.062	Sig. at 0.05 level
	Female Teachers	30	27.60	1.037		

A: Intrinsic Aspect of the Job.

The perusal of the above mentioned table shows that there is a significant mean difference between male and female madrasa teachers on 'Intrinsic Aspect of The Job' dimension of Job Satisfaction Scale. The obtained t-value

came out to be (2.062) which is significant at (0.05) level. The mean difference favors male teachers which reveal that male madrasa teachers have better intrinsic aspect of job than female madrasa teachers.

Table showing the mean comparison between male and female madrasa teachers on 'Salary, Promotional Avenues and Service Conditions (B)' dimension of Job Satisfaction Scale.

	Gender	N	Mean	Std. Deviation	t-value	Level of significance
B	Male Teachers	60	28.20	1.929	1.313	Insignificant
	Female Teachers	30	27.73	1.388		

B: Salary, Promotional Avenues and Service Conditions.

The table depicts that male and female madrasa teachers do not differ significantly on 'Salary, Promotional Avenues and

Service Conditions' dimension of Job Satisfaction Scale. The obtained t-value is (1.313) which is not statistically significant.

Table showing the mean comparison between male and female madrasa teachers on 'Physical Facilities (C)' dimension of Job Satisfaction Scale.

	Gender	N	Mean	Std. Deviation	t-value	Level of significance
C	Male Teachers	60	29.73	1.274	2.643	Significant at 0.01 level
	Female Teachers	30	28.87	1.795		

C: Physical Facilities

The perusal of above mentioned table shows that there is a significant difference between male and female madrasa teachers on 'Physical Facilities' dimension of Job Satisfaction Scale. The obtained t-value came out to be (2.643) which is significant at (0.01) level. The mean difference favors male

teachers which mean that madrasas meant for males have better physical facilities than madrasas meant for females. As there are separate madrasas for males and females, so physical facilities vary from madrasa to madrasa.

Table showing the mean comparison between male and female madrasa teachers on 'Institutional Plans and Policies (D)' dimension of Job Satisfaction Scale.

	Gender	N	Mean	Std. Deviation	t-value	Level of significance
D	Male Teachers	60	23.45	.832	1.123	Insignificant
	Female Teachers	30	23.67	.922		

D: Institutional Plans and Policies

A quick glance on the above table reveals that there is no significant difference between male and female madrasa teachers on 'Institutional Plans and Policies' dimension of Job Satisfaction Scale. The obtained t-value is (1.123) which is not

statistically significant. So, it can be inferred that male and female madrasa teachers have a similar say in Institutional Plans and Policies.

Table showing the mean comparison between male and female madrasa teachers on 'Satisfaction with Authorities (E)' dimension of Job Satisfaction Scale.

	Gender	N	Mean	Std. Deviation	t-value	Level of significance
E	Male Teachers	60	23.50	.854	0.156	Insignificant
	Female Teachers	30	23.53	1.137		

E: Satisfaction with Authorities.

The above mentioned table depicts that male and female madrasa teachers do not differ significantly on 'Satisfaction with Authorities' dimension of Job Satisfaction Scale. The obtained t-value is (0.156) which is not statistically significant. The mean difference favors female teachers which means

female madrasa teachers are slightly better satisfied with authorities than male teachers. However, statistically there is no significant difference between male and female madrasa teachers on satisfaction with authorities.

Table showing the mean comparison between male and female madrasa teachers on 'Satisfaction with Social Status and Family Welfare (F)' dimension of Job Satisfaction Scale.

	Gender	N	Mean	Std. Deviation	t-value	Level of significance
F	Male Teachers	60	22.87	.676	1.509	Insignificant
	Female Teachers	30	22.67	.547		

F: Satisfaction with Social Status and family welfare.

The perusal of the above mentioned table shows that there is no significant difference between male and female madrasa teachers on 'Satisfaction with Social Status and Family Welfare' dimension of Job Satisfaction Scale. The

calculated t-value is (1.509) which is not statistically significant. So, it can be revealed that male and female madrasa teachers have a similar satisfaction with their social status and family welfare.

Table showing the mean comparison between male and female madrasa teachers on 'Rapport with Students (G)' dimension of Job Satisfaction Scale.

	Gender	N	Mean	Std. Deviation	t-value	Level of significance
G	Male Teachers	60	25.82	.813	2.866	Sig. at 0.01 level
	Female Teachers	30	26.27	.640		

G: Rapport with Students.

The perusal of the above mentioned table shows that there is a significant mean difference between male and female madrasa teachers on 'Rapport with Students' dimension of Job Satisfaction Scale. The obtained t-value came out to be (2.866)

which is significant at (0.05) level. The mean difference favors female teachers which reveal that female madrasa teachers are better than male madrasa teachers on establishing rapport with their students.

Table showing the mean comparison between male and female madrasa teachers on 'Relationship with Co-workers (H)' dimension of Job Satisfaction Scale

	Gender	N	Mean	Std. Deviation	t-value	Level of significance
H	Male Teachers	60	18.88	.958	0.864	Insignificant
	Female Teachers	30	19.07	.944		

H: Relationship with Co-workers.

A quick look on the above mentioned table depicts that there is no significant difference between male and female madrasa teachers on 'Relationship with Co-workers' dimension of Job Satisfaction Scale. The obtained t-value is (0.864) which is not statistically significant. However, the table shows that the mean score of female teachers is slightly higher than male teachers on establishing relationship with co-workers.

13. Findings of the study

The major findings of the study were as under:

1. In madrasas of District Shopian, 15.6% teachers were found enjoying Extremely High level of Job Satisfaction, 50% High level of Job Satisfaction, 23.3% Above Average level of Job Satisfaction and only 11.1% Average/Moderate level of Job Satisfaction. However, none of the madrasa teacher was falling in the Below Average, Dissatisfaction and Extremely Dissatisfaction levels of Job Satisfaction Scale.
2. There was no significant difference between male and female madrasa teachers on Job Satisfaction (Overall / Composite Score).
3. There was a significant difference between male and female madrasa teachers on 'Intrinsic Aspect of Job', 'Physical Facilities' and 'Rapport with Students' dimensions of Job Satisfaction Scale. However, it is worth to mention here that there are separate madrasas for males and females. Most of the madrasas meant for females were newly established and were still in the process of developing their infrastructure as well as other facilities, so that these madrasas will be at par with madrasas meant for males.
4. There was no significant difference between male and female madrasa teachers on 'Salary, Promotional Avenues and Service Conditions', 'Institutional plans and policies', 'Satisfaction with authorities', 'Satisfaction with social status and family welfare' and 'Relationship with Co-workers' dimensions of Job Satisfaction Scale.

14. Educational implications of the study

The development of a nation is contingent upon the quality of its citizens; the quality of citizens is mostly based on quality of education. The quality of education is mostly influenced by the effectiveness and performance of teachers, which in turn is influenced by various psycho- socio- economic factors like attitude towards teaching profession, qualifications, interests, social recognition, mental health, job satisfaction etc. mental health and job satisfaction are determinants of teacher

commitment, predictors of teacher retention and in turn contributors to school effectiveness. The madrasa management personnel, administrators and educational policy makers may utilize the findings of the present study. The educational implications of the present study are as under:

1. The findings may be employed for the development of madrasa educational system in particular and general education system in general.
2. All the dimensions of job satisfaction viz. intrinsic aspect of the job, salary, promotional avenues and service conditions, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students and relationship with co-workers should be given due importance by the administrators and policy makers.
3. The teachers must limit their desires and should be realistic in their approach. They should take teaching as a noble profession and should be faithful to their profession.
4. The teachers as well as administrators should follow the religion fully for peace of mind and satisfaction in life. They should take work as worship.
5. There should be cooperation and mutual understanding between administrators and teachers, teachers and teachers, teachers and students and teachers and their family members for better mental health and satisfaction in teaching.

15. Suggestions for future research

1. The study could be conducted on a large sample covering the entire Jammu and Kashmir state.
2. The study was confined to job satisfaction of madrasa teachers. Studies could be conducted on madrasa teachers with reference to their professional commitment, teaching effectiveness, occupational stress, locus of control, self-concept, self-esteem, personality, social intelligence, emotional intelligence and other aspects.
3. A comparative study could be conducted on teachers of madrasas, private schools and government schools with reference to their mental health, job satisfaction, personality and other dimensions.
4. The present study was a survey based study and involved quantitative data. However, research could be conducted with longitudinal approach involving observation of madrasa teachers over a long time frame.

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